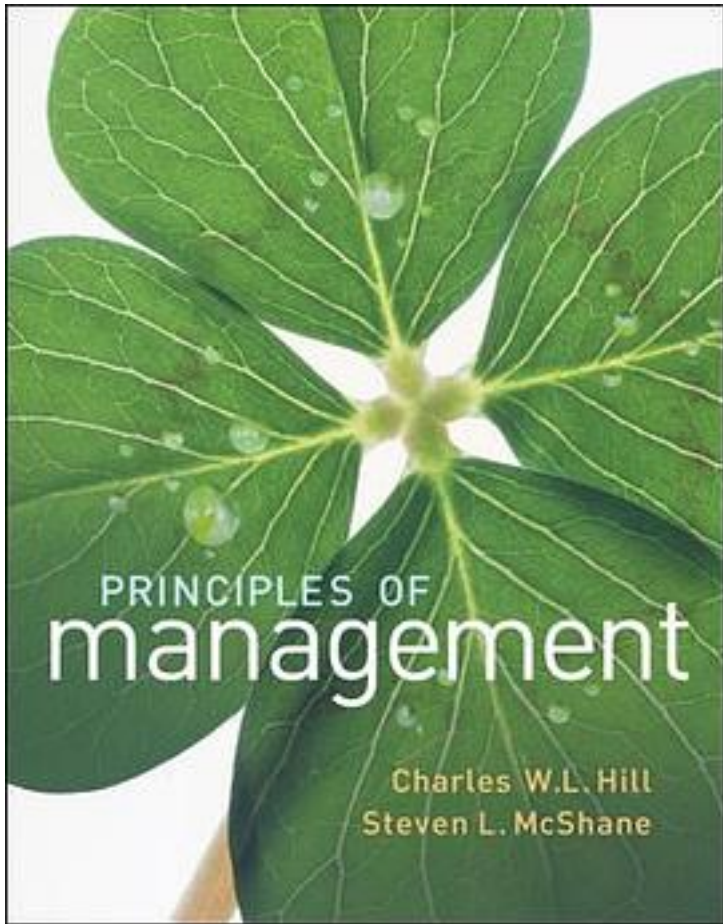


Principles of Management



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Charles Hill and Steve McShane, two of the most successful, well-thought of authors, researchers, teachers and consultants, have come together to write Management. This

dynamic duo's progressive text engages students with their exceptional storytelling writing style and great examples to see the big picture/ interconnectivity between the four functions of management and prepares them better for their careers ahead. A unique "Management Portfolio Project" rounds out the student experience. Faculty are supported with a truly integrated support package.

Features

Focus on what managers actually do: This text was written to close the gap between what managers actually do or think about and what competing titles describe as contemporary practices. This focus is distinctly visible in the organization of the text.

(1) Organizing and Controlling - Managers consider organizing people into departments and teams a form of control. Therefore, what often is relegated to the end of the book as a "feedback loop", Hill/McShane incorporates the control chapter (Chapter 9) into the organizing function to demonstrate how control impacts goals and performance measurement, organizational culture, etc., and introduces the balanced scorecard as a measurement tool. See p. 224.

(2) Leading and Developing Employees ?Top performing companies consider developing staff one of the top priorities of their managers. Hill/McShane expands the "leading" function to include "leading and developing" employees to explicitly recognize developing as a cornerstone of the management functions. This theme is highlighted in Chapter 12 (pp. 304?07) with the discussion of employee selection and training.

Interconnectivity of the four functions of management: Hill/McShane provides students with connections between different concepts bring to light the "Big Picture" they need to understand in order to become successful managers. Specific examples include:

(1) Chapter 13 on Motivation builds off of the goal-setting material referenced in the planning chapter (Ch. 5) so that students understand the relationship between the functions of planning and leading and how employee goals ideally should be aligned to company strategies.

(2) Chapter 10 on Organizational Culture builds off of the organizational values material introduced in chapter 2 on the Internal Environment, which demonstrates how values drive culture.

(3) This text emphasizes values and connects back to this topic throughout the book. Chapter 1 (p. 19) explains how values are anchors for managerial behavior (missing from other management books!). Chapter 2 (p. 45) briefly introduces organizational culture (values and assumptions) as part of the internal environment. The text returns to values in the context of ethics in Chapter 4 (pp. 91, 95 ?96), as one of the foundations of planning in Chapter 5 (pp. 113?16), and as a control system in Chapter 9 (p. 216). Then organizational culture values and assumptions are fully discussed in a full chapter on this topic (Chapter 10).

Storytelling writing style: As they have in their current market-leading books, both authors use stories to connect with students as a vehicle to help them learn, using great use of language. "From bloody awful to bloody awesome in five years" (Ch. 3) or "No frankenfood here, please" (Ch. 18) are just two examples of how the authors grab students' attention and hold it with stories that are woven into the narrative of the text.

Unique Theory/Application Writing style : The authors cover related theories and then apply them with rich examples that are NOT hidden in text boxes that students don't read, but incorporated into the narrative of the text. Examples are highlighted in the margin of the text so students know an applied example is reinforcing a particular concept (e.g. "cost-leadership at Dell" or "Motivation at 3M").

Why does it matter?: Every chapter concludes with a summary of why the material covered matters for students of management, and how understanding these concepts can help students become a more successful manager.

Integrated Support Package: Unlike revised texts/ resource packages, where materials are refitted, resized and repurposed, the resources supporting this text have been freshly created in close conjunction with the text and each other to provide you a truly integrated support package. The instructor's manual is laid out by learning objective and includes extra "war stories" cases and teaching tips to use in the classroom that are not in the text. The test bank questions are categorized by blooms taxonomy, AACSB tagged, tagged by learning objective, level of difficulty.

Management Portfolio Project: Mirroring the goal of the book (showing students how the 4 functions interact) this activity at the end of every chapter asks students to apply chapter concepts to their organization of choice. By following one company throughout the semester students get a grasp of how and why all functions work together regardless of their experience working in organizations. Perfect for a course project, the instructor's manual includes an implementation guide as well as samples of actual student portfolios.

作者介绍:

Charles Hill received his Ph.D. in industrial organization economics from the University of Manchester's Institute of Science and Technology. He has received numerous awards for teaching excellence in both the undergraduate, MBA, and executive MBA programs at the University of Washington.

Steven L. McShane is Professor of Management in the Graduate School of Management at the University of Western Australia (UWA). Steve has also taught in the business facilities at Simon Fraser University and Queen's University in Canada. He is a past president of the Administrative Sciences Association of Canada. Steve earned his Ph.D. from Michigan State University, a Master of Industrial Relations from the University of Toronto, and an undergraduate degree from Queen's University in Kingston. He receives high teaching ratings from MBA and doctoral students both in Perth, Australia, and in Singapore, where he teaches senior officers in the Singapore Armed Forces. Steve is also the co-author with Professor Mary Anne Von Glinow of *Organizational Behaviour: Emerging Realities for the Workplace Revolution*, 2nd edition (2003), McGraw-Hill's highly successful American adaptation of this text. He is co-author with Professor Tony Travaglione of *Organisational Behaviour on the Pacific Rim* (2003), McGraw-Hill's most recent organizational behaviour book published in that region. Steve has published several dozen articles and conference papers on the socialization of new employees, gender bias in job evaluation, wrongful dismissal, media bias in business magazines, and other diverse issues. Along with teaching and writing, Steve enjoys spending his leisure time swimming, bodysurfing, canoeing, skiing, and travelling with his wife and two daughters.

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